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ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with practicing good work habits. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) demonstrating spoken communication skills (using proper language, using proper speaking techniques, and correctly relating information and messages); (2) demonstrating written communication skills (stating information clearly, correctly, and concisely and conveying information accurately and completely); (3) demonstrating nonverbal communication skills (using body language to improve speaking and listening skills); and (4) demonstrating good listening habits (exhibiting qualities of a good listener and following verbal instructions). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

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COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.01: Demonstrate Spoken Communication Skills

OPERATIONAL UNIT 5.01A: **Use Proper Language**

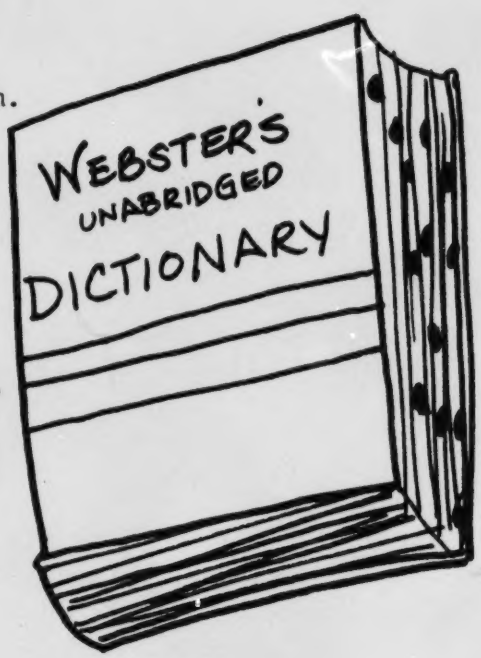
Performance Objective: *Given a communication situation, the learner will be able to use proper terminology, grammar, and vocabulary to the satisfaction of the instructor.*

STEP 1. Use proper terminology for your work.

a. Identify terms used in your job or in this training program. List them on a sheet of paper.

b. Find out the meaning of each term. Consult a dictionary. Ask your instructor.

c. Practice using the correct terms each day as you do your work.



STEP 2. Use correct grammar.

a. Demonstrate your language skills. Talk with your instructor. Tell him or her something about yourself--where you live, what you hope to do, etc.

b. Ask your instructor to point out any grammatical errors you make in your speech.

c. Make a list of your most common grammatical errors.

d. Find out the correct way to express yourself in each instance. Look in an English usage book.

e. List the correction for each error in grammar.

f. Practice using correct grammar in all your communications.

STEP 3. Use proper vocabulary.

a. Find out which kinds of words are not acceptable in a work setting. Read Information Sheet 5.01A.

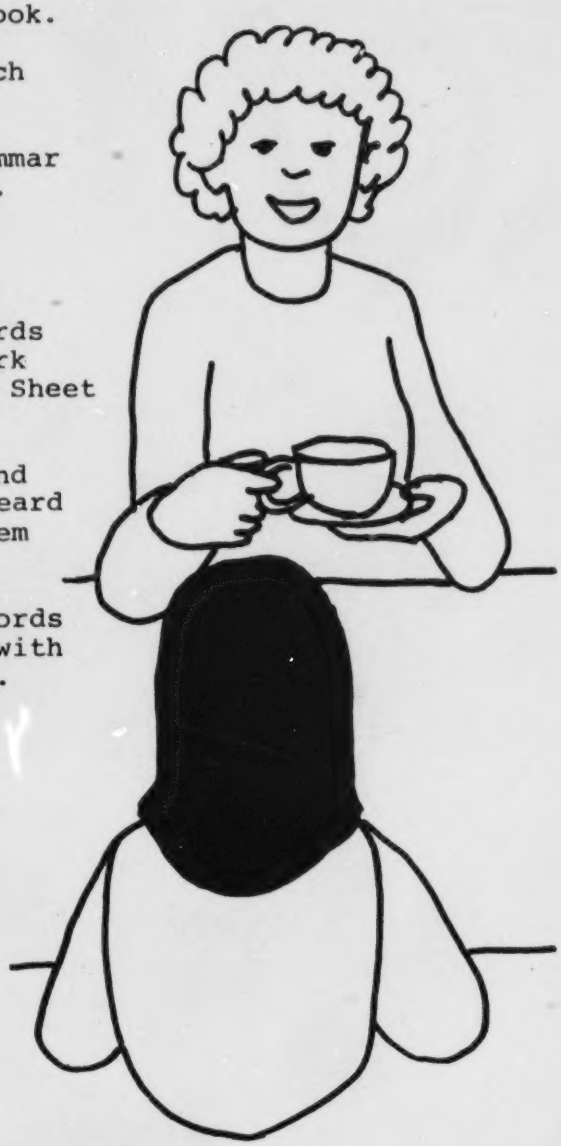
b. List all the slang words and offensive words you have heard in conversations. List them on a sheet of paper.

c. Discuss reasons why such words should not be used. Meet with several other participants.

- Discuss confusion that results when people use different meanings for the same word.

- Discuss how a person's feelings are affected by unkind words.

- Discuss how improper vocabulary affects work--the way a person works--the quality of a person's work.



d. Find words to substitute for the improper words on your list. Ask your instructor for help.

e. Write the new words next to the words you listed.

f. Practice using the new words in place of slang and offensive words.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your lists and Evaluation Sheet 5.01A to your instructor. Read the communication situation on the evaluation sheet. Perform the activity.

Demonstrate your ability to use proper language by using the correct terminology, grammar, and vocabulary in your spoken communication. Your instructor will evaluate your skill. He or she will also note your use of language as you continue in this training program . . . and will offer advice, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. Then begin another unit.

INFORMATION SHEET 5.01A

Read the information below. It describes words that should not be used in a work setting.

SLANG WORDS:

Slang words can be existing words. These words are used for meanings other than those stated in the dictionary.

tough
neat
sharp
fox
cool

Slang words can be new words. These words are not found in the dictionary. They are not approved as words. Some examples are:

gleepy: adjective - describes a person who is unattractive

nerd: noun - refers to a person who is not smart or clever.

NEGATIVE OR OFFENSIVE WORDS:

Negative or offensive words are words that are unkind. They are words used to describe a person's looks, size, intelligence, color, or nationality. These words can hurt another person's feelings. They are not acceptable in any situation. Examples:

stupid
skinny
ugly
bookworm
mean
slob

EVALUATION SHEET 5.01A

Communication Situation:

Talk with your instructor. Explain how you think this program will help you get and keep a job. Explain why communication skills are important in your home life, social life, and work life.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.01: Demonstrate Spoken Communication Skills

OPERATIONAL UNIT 5.01A: Use Proper Language

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Use proper terminology for your work?	☐
☐	2. Use correct grammar?	☐
☐	3. Use proper vocabulary?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.01: Demonstrate Spoken Communication Skills

OPERATIONAL UNIT 5.01B: **Use Proper Speaking Techniques**

Performance Objective: *Given a communication situation, the learner will be able to speak with proper voice tone, diction, expression, and pace to the satisfaction of the instructor.*

STEP 1. Speak courteously and with a pleasant tone (sound or quality) of voice.

a. Read the communication techniques listed on Information Sheet 5.01B. These are techniques you would use on the job.

b. Practice using the techniques when talking on the phone. Get several people to practice with you.

c. Get a tape recorder. Tape record your conversations.

d. Evaluate your manner. Listen to the recording. Check your technique against the list on Information Sheet 5.01B.

e. Continue to practice. Improve your spoken communication.

STEP 2. Speak clearly.

a. Pronounce words carefully. Use words to pronounce the letters b, v, and d. (For example: Say b as in book, etc.)

b. Use expression in your voice. Vary the pitch and tone (sound).

c. Practice the techniques. Tape record your voice.

d. Evaluate your speaking voice. Listen to the recordings. Jot down the words that were not clear.

e. List ways you can improve your voice tone and pitch.

f. Practice these techniques to improve your speaking voice.

STEP 3. Speak at a moderate pace.

a. Find out the normal speed of your speech. Get a tape recorder. Record your voice as you talk with another person.

b. Listen to and evaluate your recording. Are you easy to understand? Do you speak too slowly? Do you speak too fast?

c. Practice speaking at a moderate pace.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, get Evaluation Sheet 5.01B. Read the communication situation on the sheet. Take the evaluation sheet to your instructor. Perform the activity.

Demonstrate proper speaking techniques by speaking with proper voice tone, diction, expression, and tempo. Your instructor will evaluate your skill. He or she will also note your speaking technique as you continue in this training program . . . and will offer advice, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. The begin another unit.

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INFORMATION SHEET 5.01B

1. Speak with a "smile." Let your voice tell others you are friendly and sincere.

2. Be patient and don't interrupt. Don't speak when another person is speaking.

3. Call the other person(s) by name. Use titles like Mr., Mrs., Ms., Dr., sir, etc. Never use words like honey or dear in a work situation. Many people consider endearing words to be rude, insulting, and unprofessional.

4. Ask questions if you are confused. Explain if you did not hear what was said. Use terms like please, pardon me, I'm sorry, etc.

   "Please explain that to me again."
   "I'm sorry. I didn't hear what you said."

5. Express kindness when you speak. Try to be helpful when possible.

   "May I help you find the street?"
   "I'll be happy to get you a different size."

EVALUATION SHEET 5.01B

Situation:

You are a salesperson for J & L Sportswear. Your instructor is a customer who telephones your store.

The customer speaks very softly. He wants to know what colors and styles of jeans you carry. He also wants to know if you have knit shirts on sale.

Make up the store information. Talk with the customer. Use proper speaking techniques.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.01: Demonstrate Spoken Communication Skills

OPERATIONAL UNIT 5.01B: Use Proper Speaking Techniques

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Speak courteously and with a pleasant tone of voice?	☐
☐	2. Speak clearly?	☐
☐	3. Speak at a moderate pace?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.01: Demonstrate Spoken Communication Skills

OPERATIONAL UNIT 5.01C: **Correctly Relate Information and Messages**

Performance Objective: *Given five situations,*

the learner will be able to correctly relate information and messages in each situation

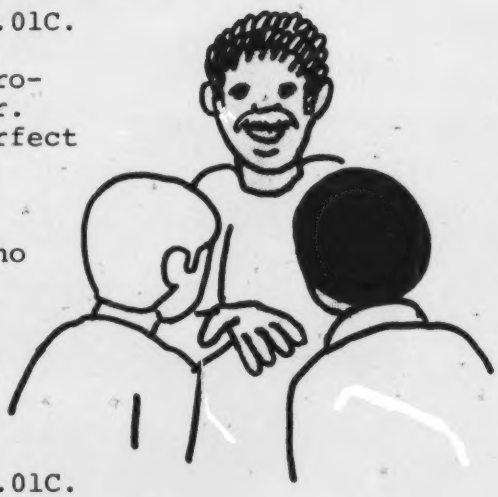
to the satisfaction of the instructor.

STEP 1. Perform introductions.

a. Read the steps for performing introductions. They are on Part A of Information Sheet 5.01C.

b. Practice the techniques. Introduce two friends to each other. Work with those friends to perfect this skill.

c. Introduce one participant to another. Choose two people who do not know each other.



STEP 2. Place telephone calls.

a. Read the steps for placing telephone calls. They are on Part B of Information Sheet 5.01C.

b. Practice placing telephone calls. Work with another participant. Do Part 1 of Worksheet 5.01C.

c. Tape record yourself as you place a telephone call. Call from this training program. Or call from your home or work.

d. Find out if you are placing calls correctly. Listen to the recording.

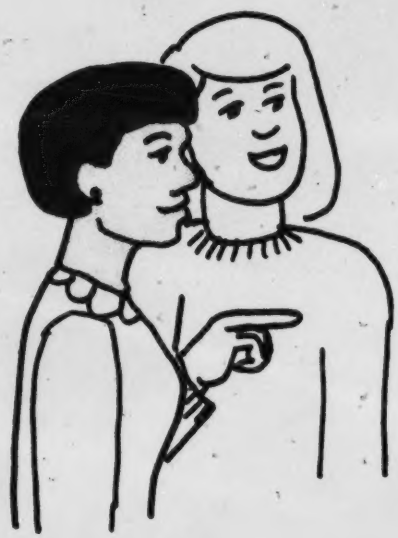
STEP 3. Take and communicate telephone messages.

a. Read the steps for taking and communicating telephone messages. They are on Part C of Information Sheet 5.01C.

b. Practice these techniques with another participant. Do Part 2 of Worksheet 5.01C. Advise each other on ways to improve.

c. Practice the techniques as you answer the phone at home. Check yourself to make sure you have performed each of the steps.

STEP 4. Give directions.



a. Read the steps for giving directions. They are on Part D of Information Sheet 5.01C.

b. Practice these techniques. Give another participant directions to a grocery store.

c. Check to see if your directions are accurate. Follow the directions. Ask the participant to go to the grocery store with you.

STEP 5. Give instructions.

a. Read the steps for giving instructions. They are on Part E of Information Sheet 5.01C.

b. Practice the techniques. Give another participant instructions on how to complete an Operational Unit in this training program.

c. Check to see if your instructions were correct. Meet with your instructor. Ask the participant to repeat the instructions you gave him or her.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, get Evaluation Sheet 5.01C. Read the communication situations on the sheet. Practice the communications. Then, take the evaluation sheet to your instructor.

Correctly relate information and messages in each of the communication situations. Your instructor will evaluate your skill. He or she will also note how well you relate information and messages in this training program . . . and will offer advice if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. Then begin another unit.

INFORMATION SHEET 5.01C

Part A

Perform introductions:

1. Stand with one person (Phil). Another person (Doris) joins you. You must introduce them.

2. Name one of the people you want to introduce. State your message.

   "Doris, I'd like you to meet Phil Faso."

3. Tell some facts about the person.

   "Phil is the salesperson for National Wire Company."

4. Now, introduce the other person.

   "Phil, this is Doris Hurley."

5. Say something about that person.

   "Doris is director of marketing for J. P. & Associates."

Part B

Place telephone calls:

1. Dial the number correctly.

2. Ask for the person you are calling.

3. State your name and firm.

4. State the purpose of your call.

5. Leave a message when necessary.

   - State the message clearly and simply.
   - Repeat your name and firm.
   - Give your complete telephone number (include the area code).

6. Copy any information you receive.

7. Close the call courteously. Give thanks for the information and/or help.

Part C

Take and communicate telephone messages:

1. Answer the phone promptly.

2. Identify yourself.

   - Identify the organization or office.
   - Say "This is _____ speaking."
   - Say "May I help you?"

3. Answer the caller.

   "I'm sorry. Ms. Atterbury is away from her desk right now."

4. Find out who is calling.

   "Who shall I say is calling, please?"

5. Obtain the caller's complete name, organization, and phone number. Write the information on a message pad.

   - Mr. Jeff Jones
   - Victor Products
   - 1-312-481-5020

6. Repeat the information. Make sure you have spelled the names correctly. Make sure you have correctly recorded the phone number.

7. Take the message. But do not pressure the caller to leave a message. Record the message correctly.

   "May I take a message?"

   "Call Mr. Jones between 11:00 a.m. and 3:00 p.m., today, July 10."

8. Repeat the message. Make sure you have recorded it correctly.

9. Thank the person for calling.

   "Thank you for calling, Mr. Jones. I'll give Ms. Atterbury your message as soon as she returns."

10. Complete the memo.

    - Write the name of the person for whom the call was intended.
    - Write the date and time of the call.
    - Sign your name or initials.

11. Deliver the message.

    - Place the message in a place where it will not be overlooked.
    - If you see the person who was called, ask if he or she received the message.
    - Whenever possible, deliver the message orally as well as by memo.

Part D

Give directions.

1. Ask the person to take notes as you give directions.

2. Present proper sequence of steps. For example:

   Directions to Bank One:

   1. Walk one block north on Spring Street. Walk to the corner of Spring and High Streets.
   2. Turn right--east--on High Street. Walk 2 blocks to the corner of High and Main Streets.
   3. Turn left--north--onto Main street. Walk ½ block.
   4. Find the large white building on your left. The address is 1958 Main Street.

3. Ask if there are any questions.

4. Ask the person to repeat the directions. See that he or she repeats them correctly.

Part E

Give instructions.

1. Ask the person to take notes. Also, ask the person to watch you if you demonstrate the techniques.

2. Give each instruction in the proper sequence. For example:

   Instructions:

   1. Turn the lever on the left of the machine. Turn it to the "on" position.

2. Place your left hand over the keyboard. Rest the little finger on "a."

3. Explain the reason for doing each step.

   "Turn the lever to the 'on' position to start the machine."

4. Ask if there are any questions.

5. Ask the person to repeat the instructions. See that he or she repeats them correctly.

WORKSHEET 5.01C

Part 1

Julie Gray has a severe earache. She must call her doctor, Dr. Hammond, at 2?9-1647. She wants an appointment as soon as possible. Julie is calling from her office at Kent Products. Her phone number is 288-1444.

Pretend you are Julie. Place the call.

Part 2

Justin Gray works at the Pizza Palace. He must call Alvo's Sausage Shop and talk to Herman Pool. He must order 45 pounds of sausage today. He needs delivery in three days. Justin's phone number if 486-1100.

Herman Pool works at Alvo's Sausage Shop. He is on vacation today, but will be in the shop tomorrow. Rose Bamonti is answering Herman's calls.

Ask another participant to be Justin. Pretend you are Rose. Take the call from Justin Gray. Give the message to Herman Pool. (The person who plays the role of Justin can be Herman, too.)

EVALUATION SHEET 5.01C

Read the situations described below. Practice communicating in each situation. Ask another person to work with you. Stop when you think you can relate the information and messages correctly.

Take the evaluation sheet to your instructor. Perform the communication for him or her.

Situation 1

Mrs. Stone is a personnel manager. She works for the Kiddie Land Toy Company. Jane is Mrs. Stone's secretary. Mr. Tully enters the office. He has an interview with Mrs. Stone. Pretend you are Jane. Introduce Mr. Tully to Mrs. Stone.

Situation 2

Karen Thomas is a car mechanic. She repairs and services cars. Karen must call Mr. White at 457-7655. She must tell him his car is repaired. He can pick it up anytime before 6:00 p.m. Pretend you are Karen. Call Mr. White. Give him the message.

Situation 3

Ask your instructor (or another participant) to play the role of the caller. You are the receiver.

Caller: Name: Anne Jeffries
Firm: Art Affairs
Phone: 214-299-1342

Mrs. Jeffries wants to talk with Mr. Tom Temple. It is very important that she talk with him today, August 4, before 3 o'clock.

Receiver: Name: Susan Anable, Secretary
Firm: Tempo Supplies, Inc.

Answer the telephone. Mr. Temple is in a meeting. Role play your conversations with Anne Jeffries. Give the message to Mr. Temple.

Situation 4

Donna Fisher is a fire fighter. She tells people how to leave a building in case of a fire. Pretend you are Donna Fisher. Give directions on how to leave the building you are in now.

Situation 5

Chris Clark is a typing teacher. He tells students how to put paper into the typewriter. Pretend you are Chris Clark. Give instructions. Tell the proper way to insert paper into the machine.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.01: Demonstrate Spoken Communication Skills

OPERATIONAL UNIT 5.01C: Correctly Relate Information and Messages

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Perform introductions?	☐
☐	2.	Place telephone calls?	☐
☐	3.	Take and communicate telephone messages?	☐
☐	4.	Give directions?	☐
☐	5.	Give instructions?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.02: Demonstrate Written Communication Skills

OPERATIONAL UNIT 5.02A: State Information in a Clear, Concise, and Correct Manner

Performance Objective: *Given information to communicate, the learner will be able to write clearly, concisely, and correctly to the satisfaction of the instructor.*

STEP 1. Determine the information you want to communicate.

a. Read Worksheet 5.02A.

b. Select the task you like best.

STEP 2. Outline the message.

a. Think about the things you want to say.

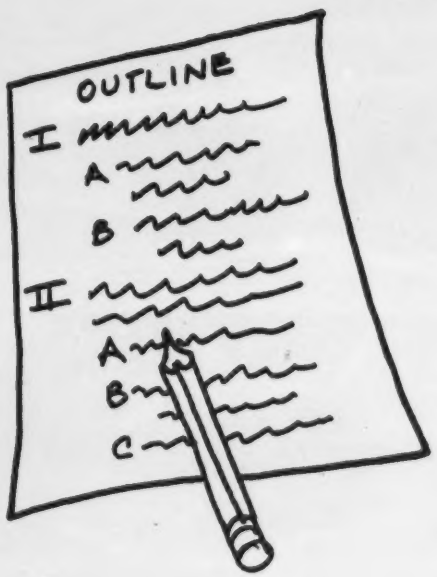
b. List the main points of the message. List them on a blank sheet of paper.

STEP 3. Place the information in logical sequence.

a. Read the points you outlined.

b. Decide in which order they should appear.

c. Number the points in the correct order.



STEP 4. Include all important details.

a. Read each point.

b. Add details that are missing. Make sure the information is complete.

STEP 5. Write the information clearly and concisely.

a. Write information in the sequence you ordered.

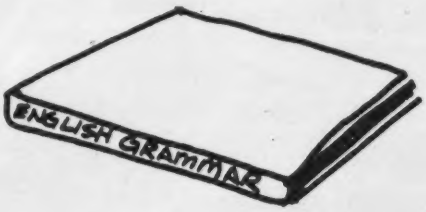
b. Avoid using unnecessary words. See if you can use one word in place of several words.

STEP 6. Use correct grammar, punctuation, and spelling.

a. Read the message you wrote.

b. Check your spelling with the dictionary.

c. Check your punctuation and grammar. Refer to an English usage book.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your written message and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

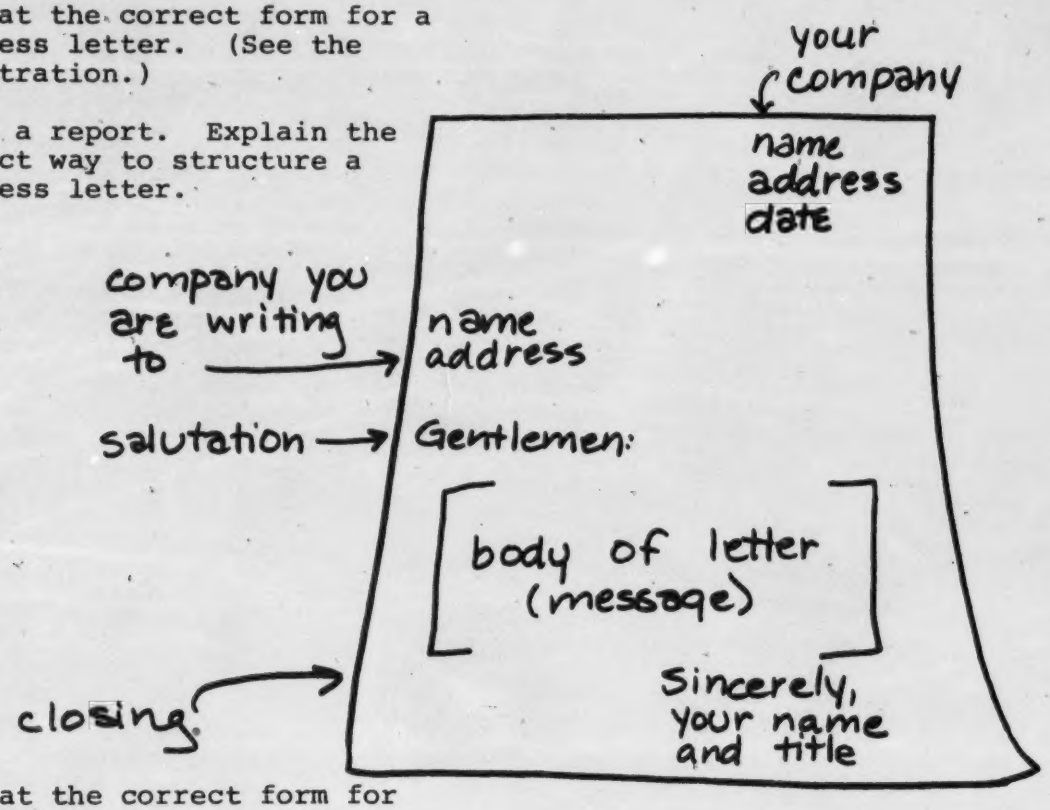
38 After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 5.02A

Read the two tasks described below. Choose one to write about.

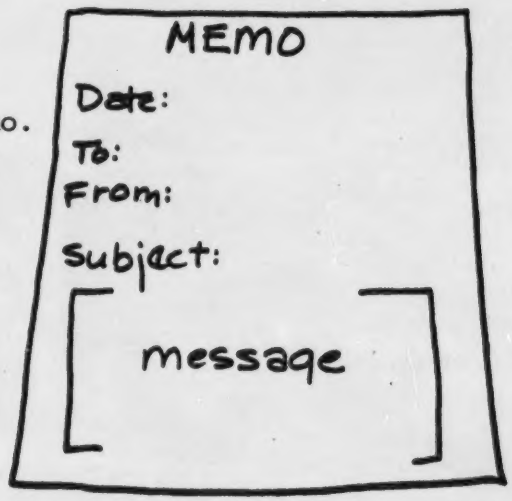
1. Look at the correct form for a business letter. (See the illustration.)

   Write a report. Explain the correct way to structure a business letter.



2. Look at the correct form for an office memo. (See the illustration.)

   Write a report. Explain the correct way to structure a memo.



Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.02: Demonstrate Written Communication Skills

OPERATIONAL UNIT 5.02A: State Information in a Clear, Concise, and Correct Manner

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Determine the information you want to communicate?	☐
☐	2. Outline the message?	☐
☐	3. Place the information in logical sequence?	☐
☐	4. Include all important details?	☐
☐	5. Write the information clearly and concisely?	☐
☐	6. Use correct grammar, punctuation, and spelling?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.02: Demonstrate Written Communication Skills

OPERATIONAL UNIT 5.02B: **Convey Accurate and Complete Information**

Performance Objective: *Given a message to communicate, the learner will be able to write complete and accurate information to the satisfaction of the instructor.*

STEP 1. Select a type of written communication.

a. Read Worksheet 5.02B.

b. Choose the message you want to write.

STEP 2. Identify the party who should receive the message.

a. List any business to which you are writing.

b. List any person(s) to whom you are writing.

STEP 3. List the necessary facts.

a. List the hour, day, and date of an event.

b. List the place where the event is or will be held--name, street, city, state, etc.

c. List any items, including their quantity and description.

d. List the things you want to say--the main message.

STEP 4. Place the facts in the proper sequence.

a. Decide the order in which facts should be given.

b. Number the facts in the correct order.

STEP 5. Write the message.

a. Write information clearly and in a logical sequence.

b. Write in a concise and correct manner.

c. Include all important facts.

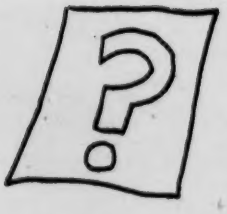
STEP 6. Check your facts.

a. Make sure the information is correct. (Check with Worksheet 5.02B.)

b. Make sure you have included all the facts.

STEP 7. Sign your communication.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 5.02B

Choose one:

1. Pretend you are a Pontiac car dealer. Write an invitation. Invite the public to an open house at your Front Street showroom. It is on Wednesday, April 14, from 3:00 to 7:00 p.m. (Invitation)

2. Pretend you are a salesperson for Carto Checks. Write a letter of thanks. Thank the purchasing agent at Village Bank in Tampa, Florida. He has placed an order with you. (Thank-you note)

3. Pretend you are a buyer for the New Smoke pipe shop. Write an order to Pipe Supplies, Inc., Akron, Ohio. Ask for 150 corncob pipes. (Order)

4. Pretend you are a traveler. You want to stay in the Grandson Hotel. It is on King Street in Atlanta, Georgia. Write a request. Ask to make reservations. You want a single room for the night of January 15. (Reservation Request)

5. Pretend you are advertising manager for The Comfort Shoe Store. Write a newspaper ad. Tell about a shoe sale your store is going to have. It is to be June 5, 6, and 7. (Advertisement)

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.02: Demonstrate Written Communication Skills

OPERATIONAL UNIT 5.02B: Convey Accurate and Complete Information

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Select a type of written communication?	☐
☐	2.	Identify the party who should receive the message?	☐
☐	3.	List the necessary facts?	☐
☐	4.	Place the facts in the proper sequence?	☐
☐	5.	Write the message?	☐
☐	6.	Check your facts?	☐
☐	7.	Sign your communication?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.03: Demonstrate Nonverbal Communication Skills

OPERATIONAL UNIT 5.03A: Use Body Language to Improve Speaking Skills

Performance Objective: *Given a message to communicate verbally, the learner will be able to use body language to help convey the message to the satisfaction of the instructor.*

STEP 1. Use posture to convey a message.

a. Show interest, attention, or alertness. Sit or stand erectly.

b. Show involvement. Lean forward in your chair. Lean your body in the direction of the audience.

STEP 2. Use face and eyes to express feelings and attitudes.

a. Show interest in others as you speak. Talk to another participant.

b. Use your face to show enthusiasm or happiness. Use facial expressions to show sadness or disappointment.

STEP 3. Use gestures when appropriate.

a. Shake hands to welcome or greet someone.

b. Point to things you are describing when appropriate.

Point to a map. Do not point to a person's hat.

c. Use gestures to indicate size.

STEP 4. Use role playing to practice body language techniques.

a. Choose a partner to practice with you. If possible, choose someone who is doing Operational Unit 5.03B.

b. Select a speaking situation. Choose from the suggestions on Information Sheet 5.03A. Or choose one of your own if you wish.

b. Role play the situation. Speak, using the techniques given in STEPS 1, 2, and 3.

d. Evaluate your performance. Ask your partner for ways to improve your use of body language.

e. Keep practicing. Try to perfect your skills.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, read Evaluation Sheet 5.03A. Take the sheet to your instructor.

Demonstrate your ability to use body language when speaking. Perform the activity for your instructor. Your instructor will evaluate your skill. . . and advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. Then begin another unit.

INFORMATION SHEET 5.03A

Read the situations below. Choose one to role play. Or think of your own to do.

Situation 1:

You are a host on a game show. Welcome viewers. Describe what will happen on the show today.

Situation 2:

You have just seen a movie. Describe a scene.

Situation 3:

You are on vacation. You have caught a large Northern Pike. Describe how you caught the fish and its size.

Situation 4:

You have been asked to meet some visitors from your state. Welcome them to your city. Invite them to this training program. Tell them what you do in the program.

EVALUATION SHEET 5.03A

Communicate enthusiasm:

Pretend you are a basketball player.* Try to interest a group of young children in the game.

1. Greet the group.
2. Invite them to try the game.
3. Tell them why you like the game.
4. Tell them how you first came to play basketball.
5. Tell them how your skill improved over the years.
6. Encourage the children to sign up for the team.

*If you don't know how to play basketball, choose another sport or game. Or choose any activity or hobby you enjoy.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.03: Demonstrate Nonverbal Communication Skills

OPERATIONAL UNIT 5.03A: Use Body Language to Improve Speaking Skills

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Use posture to convey enthusiasm?	☐
☐	2. Use face and eyes to express feelings and attitudes?	☐
☐	3. Use gestures when appropriate?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.03: Demonstrate Nonverbal Communication Skills

OPERATIONAL UNIT 5.03B: Use Body Language to Improve Listening Skills

Performance Objective: *Given a listening situation, the learner will be able to use body language to show interest and attention to the satisfaction of the instructor.*

STEP 1. Use good listening posture.

a. Sit or stand in a relaxed but interested manner.

b. Lean a little toward the speaker. Make the speaker feel comfortable and important.

c. Don't look too eager. Don't look like you are waiting impatiently for your turn to talk, leave, etc.

STEP 2. Use and interpret expressions.

a. Follow the speaker as he or she moves.

b. Communicate interest through your expressions. Find out everything the speaker is saying. Look at his or her expressions. What do they tell you?

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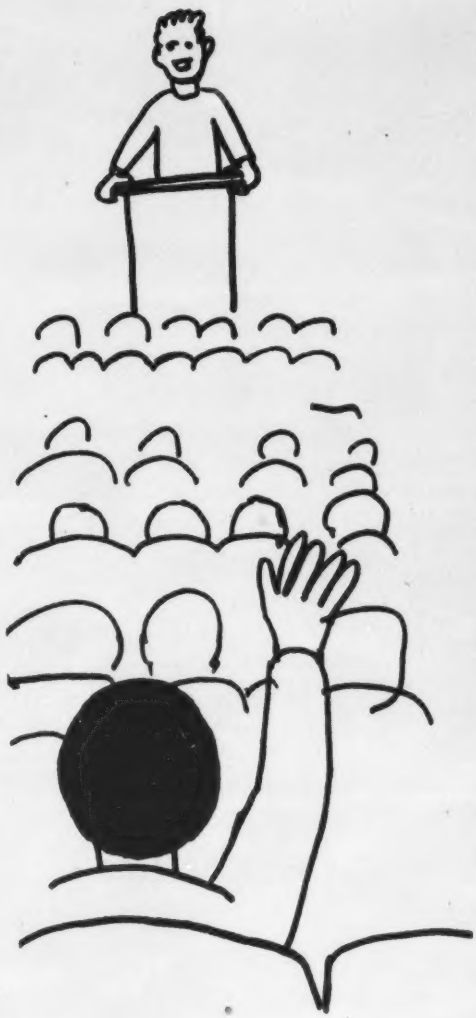
STEP 3. React to what the speaker is saying.

a. Nod when you agree.

b. Laugh or smile at humor.

c. Raise your hand if you are in a group and have a question. Or stand if the group is large.



STEP 4. Use role playing to practice body language techniques for listening.

a. Choose a partner to practice with you. If possible, choose someone who is doing Operational Unit 5.03A.

b. Ask your partner to select a speaking situation. Your partner can choose a given situation. (Show him or her the list on Information Sheet 5.03B.) Or your partner can select his or her own situation.

c. Ask your partner to give the talk he or she chose.

d. Use body language as you listen. Follow the techniques listed in STEPS 1, 2, and 3.

e. Evaluate your performance. Ask your partner for suggestions. How can you improve your body language when listening? How can you show more attention to the speaker?

f. Keep practicing. Try to perfect your skills.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask your instructor to evaluate you during a talk given by him or her, a visitor, or another participant.

Your instructor will also observe your body language during other listening situations in this training program. He or she will offer advice, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. Then begin another unit.

INFORMATION SHEET 5.03B

Read the situations below. Choose one to role play. Or think of your own to do. Your partner will use body language to show attention to your talk. Watch your partner while you speak. Think about the following questions: Is your partner showing attention? How? How could he or she do better?

Situation 1:

You are a host on a game show. Welcome viewers. Describe what will happen on the show today.

Situation 2:

You have just seen a movie. Describe a scene.

Situation 3:

You are on vacation. You have caught a large Northern Pike. Describe how you caught the fish and its size.

Situation 4:

You have been asked to meet some visitors from your state. Welcome them to your city. Invite them to this training program. Tell them what you do in the program.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.03: Demonstrate Nonverbal Communication Skills

OPERATIONAL UNIT 5.03B: Use Body Language to Improve Listening Skills

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Use good listening posture?	☐
☐	2. Use and interpret expressions?	☐
☐	3. React to what the speaker is saying?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.04: Demonstrate Good Listening Habits

OPERATIONAL UNIT 5.04A: **Exhibit Qualities of a Good Listener**

Performance Objective: *Given an oral presentation, the learner will be able to listen to information and repeat the message to the satisfaction of the instructor.*

STEP 1. Plan ways to avoid distractions that interrupt listening.

a. Identify listening distractions. Read Information Sheet 5.04A.

b. Listen to a newscast. Listen to a sermon or lecture.

c. Make a list of distractions that interrupted your listening in each situation.

d. Make suggestions for how to avoid distractions. Discuss your ideas with other participants.

STEP 2. Enter a listening situation.

a. Select two people to play a listening game with you.

b. Explain the rules:

(1) Player Two must leave the room.
(2) Player One reads a simple story or article, using expression when reading.

(3) You must listen to the story.
(4) Player Two enters the room after the presentation.
(5) You must repeat the story to him or her.

c. Read STEPS 3, 4, and 5. Follow them as you play the game.

STEP 3. Give attention to the speaker.

a. Stop what you are doing. Find a quiet place. Sit down with the speaker.

b. Ask the speaker, Player One, to begin.

c. Look at the person who is speaking.

d. Listen to the verbal message. Avoid distractions.

e. Be aware of additional messages being sent. Look at the speaker's expressions and body movements.

STEP 4. Repeat the main parts of the presentation.

a. Make notes of the main ideas and details.

b. Relate the story to Player Two.

STEP 5. Determine the accuracy of the information you relay.

a. Ask Player Two to compare the story you repeated to the actual story.

b. Discuss the similarities and differences between the two versions. Suggest reasons for the differences.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask your instructor to evaluate your listening skill. Your instructor can do this the next time he or she speaks to your class. (Or, the instructor may choose to read a newspaper article aloud.)

Listen to the information. Repeat the message for your instructor. He or she will evaluate your listening skill . . . and advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. Then begin another unit.

INFORMATION SHEET 5.04A

Distractions are things that take you away from what you are doing. It is a "distraction" when the telephone rings while you are eating. It takes your attention away from the food.

Some distractions that interrupt listening are described below. Some involve sight. Some involve sound. Some involve thoughts. Each of these distractions affect our ability to listen.

Read about the distractions. Think of times you have had similar experiences. Be alert to these distractions. Don't let them prevent you from hearing a message.

We think we already know the message.

Many times we are sure we know what a speaker is going to say. So, we don't really listen. We just tune in with "half an ear." And we draw wrong conclusions.

Recently John's boss told him to pick up an XZL-150 tire at the Tire Outlet. John's boss usually buys tires at Firebird Auto and John knows that.

John did not listen carefully. So, he went to Firebird Auto to get the tire. He wasted gasoline and time. The distraction cost him money.

We look and think, but don't listen.

Frequently we fail to hear the name spoken in an introduction. We look at the person we are meeting. We notice his or her clothes, hair, etc. We think about how the person looks . . . who the person looks like . . . and what the person is like inside. We are so busy looking and thinking. We don't hear the name. We don't listen.

We let our minds wander.

Thoughts race through our minds. Many times the thoughts have nothing to do with the speaker's message. As the speaker talks, we let our thoughts drift away. "That window needs washing." "I wonder how Jane curls her hair." "I have a meeting tonight." Our minds tune out, come back to the speaker, and tune out again. Every so often we hear a sentence or two. But we miss the total message. Such lapses can be costly. Especially if we are listening to instructions from a supervisor.

We are doing other things.

We find it difficult to pay attention to one thing. Notice this in church. People listen to the sermon and read the song book . . . or the bulletin. Our minds can only address one thing at a time. We can listen or read. We can't do both at the same time and do them well.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.04: Demonstrate Good Listening Habits

OPERATIONAL UNIT 5.04A: Exhibit Qualities of a Good Listener

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Plan ways to avoid distractions that interrupt listening?	☐
☐	2. Enter a listening situation?	☐
☐	3. Give attention to the speaker?	☐
☐	4. Repeat the main parts of the presentation?	☐
☐	5. Determine the accuracy of the information you related?	☐

Instructor_____

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.04: Demonstrate Good Listening Habits

OPERATIONAL UNIT 5.04B: Follow Verbal Instructions

Performance Objective: *Given a set of verbal instructions, the learner will be able to follow those instructions to the satisfaction of the instructor.*

STEP 1. Write on a sheet of paper a list of verbal instructions.

a. Ask your instructor to tell you how to evacuate (leave) your building in case of fire.

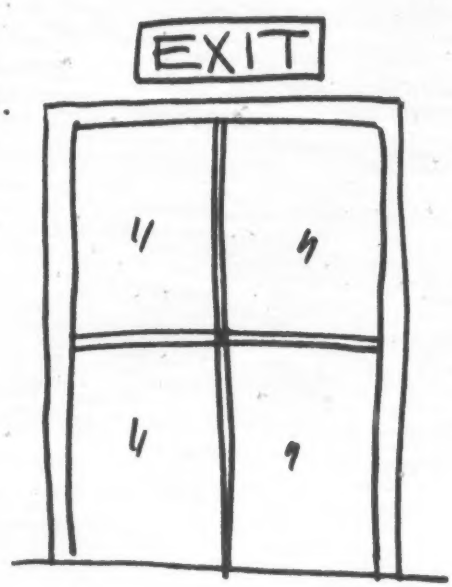
b. Take notes. Write each instruction in order on a sheet of paper.

STEP 2. Ask questions about any points that are missing or unclear.

a. Review the list. Determine how you will follow each step.

b. Make a list of other facts you must know.

c. Check your list with your instructor. Is there anything missing?



STEP 3. Follow the instructions.

a. Pretend you are having a fire drill. (Ask permission to practice this. Or do it at the end of the class day.)

b. Evacuate the building by following the instructions you wrote.

STEP 4. Add any instructions that were omitted in your first list.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your list of instructions to your instructor for evaluation. Demonstrate your ability to follow the instructions.

Your instructor will observe your ability to follow verbal instructions while in this training program. He or she will advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. Then begin another unit.

Evaluation Checklist

COMPETENCY 5.0: COMMUNICATE EFFECTIVELY

TASK 5.04: Demonstrate Good Listening Habits

OPERATIONAL UNIT 5.04B: Follow Verbal Instructions

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Write on a sheet of paper a list of verbal instructions?	☐
☐	2. Ask questions about any points that are missing or unclear?	☐
☐	3. Follow the instructions?	☐
☐	4. Add any instructions that were omitted the first time?	☐

Instructions_____